DOCUMENT RESUME

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TITLE	Research Utilizing Problem Solving (RUPS) - Classroom Version. Description of Teacher Inservice Education Materials.
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ABSTRACT

The workshop instructional materials described here are designed to try out a systematic problem solving process as a way of working toward improvements in the school setting. Topics include diagnosis using force field technique, small group dynamics, planning for action, and planning a RUPS (Research Using Problem Solving) project. This descriptive report provides information on the purposes and content of the program as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

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DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

Title: RESEARCH UTILIZING PROBLEM SOLVING (RUPS) - CLASSROOM VERSION

Publication Date(s): 1966 and early '70's

Intended Users: Pre and inservice teachers interested in a systematic approach to problem solving

Grade Level(s): All levels

Number: 30 participants (or multiples of 6)

Primary Focus: The primary focus is the development of skills in the problem solving process within a cooperative setting.

School subject(s) and/or in-service topic(s) covered:

This workshop is designed to try out a systematic problem solving process as a way of working toward improvements in the school setting, and also to try out some ways of increasing teamwork skills. Some topics include diagnosis using force field technique, small group dynamics, planning for action and planning "your back home RUPS project."

What participant does in using the materials:

Participants engage in a 30-hour workshop designed to increase teachers' skills for systematically carrying out problem solving (organized into 16 units). Program entails teachers solving a typical problem of a classroom teacher.

Resources:

A Leader's Guide, an audiotape, text and participant materials are included in the product. A leader is needed, as are 30 hours time for conducting the workshop.

Describer critique:

This is a highly structured workshop but could prove extremely useful to teachers in developing a process for problem solving. It is well-researched, well-designed and should prove stimulating to the participants.

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(cm) - classroom learning enironment
(ts) - team teaching

B. In~Depth Information

1.0 PURPOSES:

There are two purposes to this RUPS workshop:

1. To try out the steps of the RUPS process as a way of working toward improvements in the classroom; and
2. To try out some ways of increasing teamwork skills for "systematically carrying out a 5-step method of problems solving:"
   a) Identify the problem
   b) Diagnose the problem situation
   c) Consider alternative actions
   d) Try out a plan of action
   e) Adopt the plan

2.0 CONTENT — Scope and Sequencing of Topics:

This is a 30-hour workshop divided into 16 subsets. Subsets are:

1. 65 min. - Orientation
2. 100 min. - Identifying the Problem
3. 120 min. - Using Research About the Classroom
4. 75 min. - Diagnosis Using the Force Field Technique
5. 90 min. - Diagnosing Teamwork Relationships
6. 125 min. - Force Field Analysis and Data Gathering
7. 125 min. - Selecting Tools for Data Collection
8. 105 min. - Spotting the Major Results in Data
9. 175 min. - Gathering Data on Team-Building Relationships
10. 115 min. - The Concept of Feedback
11. 115 min. - Deriving Implications and Action Alternatives from Research Findings
12. 100 min. - Planning for Action
13. 145 min. - Small Group Dynamics
14. 180 min. - Planning Your Back Home RUPS Project
15. 195 min. - Follow-Up Session I
16. 180 min. - Follow-Up Session II

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

The workshop is 30 hours and must be followed sequentially. However, the 30 hours may be divided into one week, two weekends, or otherwise split up. There are 16 units of problem-solving, guided by a leader using RUPS process. Participants are divided into trios and sextets and they train each other (rather than being taught by an instructor). There are two follow-up sessions recommended.

3.2 Help given in use of product:

The materials include both leader and participant guides plus a text and an audio tape. A leader is needed to facilitate the process. A large room, audiotape equipment, felt pens and media print are required.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Participants do self-assessments at each subset.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

The Leader's Guide, participant materials, tape and text are all required and are available from the same distributor.

5.2 Distributor name/address:

Commercial Educational Distributing Services
8116 S.W. Nimbus
Beaverton, ORE 97005

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
RESEARCH UTILIZING PROBLEM SOLVING - CLASSROOM VERSION	$28.70 TOTAL			
participant materials	$ 8.50/set	-	1/group	Yes
Leader's Guide	11.60	-		Yes*
Audiotape recording	$3.85	-	1/group	Yes
Text: Diagnosing Classroom Learning Environments	$ 4.75	-		Yes*

* One per participant

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

Northwest Regional Education Laboratory

6.2 How developed and when:

The product was developed in the late sixties and early seventies for the purpose of examining research tests and implementing a group problem-solving process in order to improve the classroom learning environment. It was funded by a variety of Federal agencies.

6.3 Evidence of effectiveness with users:

There is an extensive amount of material available from the developer which testifies to the success of this workshop. It has been thoroughly evaluated, tested and then improved upon evaluation.

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

This workshop is highly appropriate for inservice education. The technical quality is excellent. However, the workshop must be conducted exactly as it is designed in order to be effective.

Content accuracy/social fairness/community acceptance issues:

Content is accurate. No bias, intentional or unintentional, is evident.

Overall summary/comment:

This is an extremely valuable workshop for classroom teachers interested in improving the classroom learning environment as well as in working more closely with one another in a problem solving process. The group dynamics and theoretical bases of this workshop are solid, well-designed and thoroughly researched. This constitutes an excellent inservice training program.